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OPERATIONALIZING “INTERNATIONALIZATION” IN THE COMMUNITY COLLEGE SECTOR: TEXTUAL ANALYSIS OF INSTITUTIONAL INTERNATIONALIZATION PLANS

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ABSTRACT

Aim/Purpose	This paper evaluates three community college internationalization plans using quantitative textual analysis to explore the different foci of institutions across three U.S. states.
Background	One of the purposes of community college internationalization is to equip future generations with the skills and dispositions necessary to be successful in an increasingly globalized workforce. The extent to which international efforts have become institutionalized on a given campus may be assessed through the analysis of internationalization plans.
Methodology	We use the textual analysis tool Voyant, which has rarely been employed in educational research, being more frequently applied in the humanities and under the broad heading of “digital scholarship”.
Contribution	Extant literature examining internationalization plans focuses on the four-year sector, but studies centered on the two-year sector are scarce. This study addresses that gap and seeks to answer the research questions: How do community colleges operationalize internationalization in their strategic plans? What terms and/or concepts are used to indicate international efforts?
Findings	Key findings of this study include an emphasis on <i>optimization</i> of existing resources (human, cultural, community, and financial); the need for a typology of open access institution internationalization plans; and the fragmentation of international efforts at the community college level.

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Impact on Society	It is clear that internationalization at community colleges may take shape based on optimization of resources, which begs the question, how can education sector actors best support open access institutions in developing plans tailored to the local context and resources at hand?
Future Research	We recommend additional use of quantitative textual analysis to parse internationalization plans, and imagine that both a larger sample size and cross-national sample might yield interesting results. How do these institutional groupings operationalize internationalization in the corpus of their plans?
Keywords	internationalization, community college, quantitative textual analysis, digital scholarship, international students

INTRODUCTION

Valeau and Raby (2016) assert that community college international programs “play a key role in providing the skills needed for a competitive, globally competent workforce and for a citizenry who are cultured, transformative, and empowered to support reform at the local and global level” (p. 163). International education scholars and practitioners have long recognized the influence of globalization on U.S. community colleges and how these institutions have responded over time (Raby & Valeau, 2007). Globalization is understood here as a blurred economic and political phenomenon with neo-colonial aspects, and one which Altbach and Knight (2007) assert pushes “21st century higher education toward greater international involvement” (p. 290). This shift also relates to internationalization, defined by Knight (2003) as “the process of integrating international, intercultural or global dimensions into the purpose, functions, or delivery of postsecondary education” (p. 2). Recent scholarship on this topic has moved beyond the original, primary focus on the four-year sector, and an emerging area of interest addresses internationalization efforts in U.S. community colleges.

Over time, scholars and practitioners have emphasized the salience of community college internationalization. Woodin (2016) asserted that how community colleges internationalize has critical implications for the global and local economies in which the institution is situated. Similarly, Dellow (2007) highlighted the importance of internationalizing community college academic and technical programs, citing globalization’s impacts on future employment opportunities for students. It is evident that community college internationalization is seen as a tool for advancing both economic and student development; it is through the various institutional conceptualizations of internationalization that we parse how international activities are defined and described through the textual analysis of internationalization plans at three institutions.

According to the 2017 *Mapping Internationalization on U.S. Campuses* report, fewer than 30 percent of community colleges surveyed had an articulated internationalization plan (Helms & Brajakovic, 2017). Given the expanding nature of internationalization in U.S. higher education, the ability to access and analyze internationalization plans is necessary to describe, measure, and evaluate how internationalization transpires in the community college setting. Through the use of Voyant, a web-based text analysis tool, this study seeks to understand the salience and operationalization of internationalization efforts in community college internationalization plans through the following research questions:

1. How do community colleges operationalize internationalization in their strategic plans?
2. What terms and/or concepts are used to indicate internationalization efforts?

Through the analysis of three community college internationalization plans, this study begins to address the gap in the literature on what we know about community college internationalization through the lens of strategic plans. Background information on the history of internationalization, how internationalization has typically been measured, and barriers to internationalization at commu-

nity colleges are presented. The study concludes with a discussion of the findings and recommendations for further research.

BACKGROUND

In order to assess the extent to which community colleges have kept abreast of internationalization activities, scholars have sought to measure internationalization across a number of domains using primarily quantitative approaches. For example, the survey conducted by the American Council on Education (ACE) titled *Mapping Internationalization on U.S. Campuses* (Helms & Brajakovic, 2017) measures the state of internationalization at U.S. higher education institutions across several comprehensive internationalization indicators: an articulated institutional commitment to internationalization, administrative structure and staffing, curriculum, co-curriculum, and learning outcomes, faculty policies and practices, student mobility, and collaborations and partnerships. Though community colleges have typically represented a small portion of the institutions sampled in the *Mapping* survey, scholars have called into question the extent to which all of the internationalization dimensions used in this survey and other tools that measure campus internationalization are relevant to community college settings (Woodin, 2016).

One indicator that is noted as a particularly important dimension across many of the existing internationalization tools is an articulated institutional commitment or strategic internationalization plan (Community Colleges for International Development [CCID], 2015; Green & Siaya, 2005, Helms & Brajakovic, 2017; Ivey, 2009). While the current study does not seek to measure internationalization across U.S. community colleges, it does aim to shed light on community colleges' articulated commitment to internationalization and the how these institutions operationalize internationalization in the corpus of their internationalization plans. Scott (1992) asserts that internationalization plans are critical to the advancement of a college or university's internationalization efforts. These written commitments are crucial for "expressing institutional commitment, defining institutional goals, informing stakeholders' participation, as well as informing and stimulating stakeholder involvement in internationalization initiatives" (Childress, 2009, p. 291). It is clear that internationalization plans serve a vital role in how internationalization activities are identified, defined, and communicated.

Yet what do we know about the study of internationalization plans and how internationalization is operationalized across various higher education institutions? In one study, Childress (2009) analyzed internationalization plans at 31 institutions and found that these plans accomplish several goals including offering guidelines for internationalization, garnering buy-in from campus stakeholders, explaining the meaning and goals of internationalization, encouraging collaboration between departments, and serving as a tool for fundraising. In another qualitative multi-case study on internationalization plans at Jesuit institutions, Nguyen (2018) found that the institutions in the study engaged in preliminary internationalization activities (e.g., recruiting international students, internationalizing the curriculum, increasing opportunities for study abroad and global partnerships), but operated with fragmented internationalization plans. While these studies offer important insights into the role of internationalization plans, the literature on these plans is scant and these studies did not include any analysis of community college plans.

INTERNATIONALIZATION AT COMMUNITY COLLEGES

International education has been part of community colleges since the late 60s when those working to expand international education opportunities began to look to community colleges as a potential avenue and resource (Raby & Valeau, 2007). The increasing number of international education programs during this time sparked the establishment of the Community Colleges for International Development (CCID) in 1967, a non-profit organization that "empowers an international association of community, technical, and vocational institutions to create globally engaged learning environments" (CCID, n.d., para 2). Since its inception, CCID has collaborated with member institutions in order to integrate and embed international experiences across each campus sector. Member institutions are

encouraged to use CCID’s framework for comprehensive internationalization tool in order to self-assess progress on internationalization efforts (CCID, 2015). This tool is further detailed in the following sections.

As globalization played a larger role in American higher education, community colleges experienced increased growth in international activity, which was characterized by four phases: recognition, expansion and publication, augmentation, and institutionalization (Raby & Valeau, 2007). The recognition phase, which took place between the mid-60s and the mid-80s, was largely characterized by the establishment of study abroad and international student support programs at several community colleges, and the establishment of CCID and the American Council on International and Intercultural Exchange (ACIIE) (Raby & Valeau, 2007). This phase was supplanted by increased dissemination of information on community college internationalization, increased documentation and financial resources to support international efforts, and the expansion of international support offices (Raby & Valeau, 2007). The third phase, augmentation, endured during the 1990s and was marked by concerted international student recruitment and the rise of study abroad programs (Raby & Valeau, 2007). Finally, institutionalization has been characterized by the inclusion of international efforts into institutions’ strategic plans, mission, and vision statements, growth among study abroad and international student services, and a push for institutional leaders to drive internationalization efforts (Raby & Valeau, 2007).

Though the past several decades have demonstrated valiant efforts on the part of community colleges to pursue international activities, these efforts have been measured and assessed using several tools and met with varying levels of success.

MEASURING INTERNATIONALIZATION AT COMMUNITY COLLEGES

With a greater emphasis being placed on creating campuses that are responsive to international education, scholars have sought to measure the extent to which community colleges are internationalizing. The *Mapping* survey has often provided the data necessary for researchers to examine internationalization trends specific to two-year institutions. Green and Siaya (2005) reported on the first internationalization index developed from an ACE survey created to measure the extent to which community colleges engaged in internationalization using the following metrics: articulated commitment, academic offerings, organization infrastructure, external funding, institutional investment in faculty and international students and programs. The authors classified community colleges as highly active or less active based on their internationalization score, with 60 percent of community colleges being categorized as less active (Green & Siaya, 2005).

Harder (2010) drew upon 2006 *Mapping* data to examine internationalization trends at suburban, rural, and urban community colleges. The author found that rural community colleges internationalized at lower levels than urban and suburban two-year campuses and institutional support was one of the leading indicators for successful internationalization (Harder, 2010). This analysis resulted in recommendations for increasing institutional support in resource-constrained environments, including articulating a commitment to internationalization through strategic plans and mission statements, advocating for support from senior-level administrators, and establishing global focused learning outcomes.

Around this same time period, the Community Colleges for International Development (CCID) developed a framework for comprehensive internationalization that two-year institutions could use to self-assess areas for development and improvement. The 2015 iteration of this framework enables community colleges to assess their efforts across the following indicators: leadership and policy, organizational structure and personnel, teaching and learning, co-curricular, international student support, study abroad, professional development, and partnerships (CCID, 2015). This framework also allows institutions to assess their internationalization progress along a continuum (e.g., seeking, building, reaching, and innovating) (CCID, 2015).

Copeland, McCrink, and Starratt (2017) advanced Harder (2010) and Green and Siaya's (2005) work to create the Community College Internationalization Index (CCII), which incorporates contemporary shifts in internationalization efforts. This index seeks to measure internationalization efforts at the institution level for public community colleges (Copeland et al., 2017). This tool allows institutions to track internationalization efforts while taking institutional context and community into account; a feature not present in Green and Siaya's 2005 instrument.

Higher education leaders, scholars, and practitioners continue to grapple with how best to internationalize their campuses, particularly in light of increasing enrollment of international students across all sectors of postsecondary education and continued political, social, and economic shifts around globalization. Attempts to internationalize community colleges have not come without challenges, several of which are further described.

BARRIERS TO INTERNATIONALIZATION AT COMMUNITY COLLEGES

Though there are several noted impediments to internationalization at community colleges, this study will briefly describe three of the most commonly cited obstacles: financial constraints, the inclusion of internationalization in the institution's mission or strategic plan, and support from faculty and senior-level administrators, who serve as key drivers of international efforts in the two-year sector. In addition to examining these barriers, the authors also underscore the political context in which community colleges – and their respective internationalization plans – are situated. Given that the majority of these institutions are public, they are subject to the political whims of the state policy contexts they are embedded in, as well as federal level trends, which indirectly impact state decision-makers as well as the overall education landscape. At present, the narrative of the ruling party in Washington is one of significantly constrained immigration, including refugee and asylee admissions (Trump, 2017). Further, recent enrollment data reflects that the number of international students pursuing undergraduate and graduate degrees in the U.S. has fallen since 2017 (Redden, 2018); shifts in international student enrollment necessarily affect established and ongoing process of internationalization. Therefore, while this article describes barriers to internationalization in terms of resources, and a lack of strategic planning and engagement from key stakeholders, the authors understand that our analysis takes place in a challenging political time and context.

Resource constraints

Limited financial resources present a significant barrier to the development of international education and study abroad programs. Amidst competing priorities, the revenue necessary to develop and maintain international programs proves challenging to sustain, particularly during a time when state support for higher education is increasingly on the decline (Bissonette & Woodin, 2013; Green, 2007; Raby & Rhodes, 2018). It is typical that international programs and staff that support these programs are the first to be cut in times of financial austerity, thus limiting the extent to which international programs can be established and sustained (Green, 2007; Raby & Valeau, 2007). Due to the uncertain nature of funding for public higher education, community colleges find it challenging to designate resources in an institution's budget for international efforts, which has implications for sustainability (Bissonette & Woodin, 2013).

Articulated commitments

Bissonette and Woodin (2013) assert that “a well-communicated and well-implemented strategic plan will set international education on track for long-term success” (p. 22). However, research consistently finds that the lack of a clear, articulated strategy on internationalization is a barrier to these efforts. In one qualitative study on internationalization at an urban community college, McRaven and Somers (2017) found that there was disagreement among the college president, administrators, and trustees on whether a commitment to internationalization efforts should be included in the mission statement and strategic plan. This point is particularly salient given that senior leaders and administrators serve

as the “first line of advocacy and sets the tone for programmatic changes” (Raby & Valeau, 2016, p. 13). Further complicating this issue is a lack of overall institutional strategy when deciding which international activities to pursue. Green (2007) notes that typical internationalization plans refer to one or two activities (e.g., study abroad or recruiting international students) and fail to integrate internationalization goals with other institutional goals, including student learning outcomes. The importance of strategic plans cannot be overstated as these plans typically serve as one metric of an institution’s commitment to internationalization.

Lack of faculty and leadership support

Among both faculty and senior administrators, a lack of support for international efforts serves as another hindrance to achieving internationalization goals (Green, 2007; Harder, 2010). These views may stem from several sources. For example, scholars have noted a tension around the perception of the mission and goals of community colleges. Raby and Valeau (2016) stated, “although there is no national community college policy that opposes internationalization, there remains a belief that serving the local community is the opposite of a global connection” (p. 16). The desire to serve local over global needs may also stem from how administrators and faculty value international activities.

While some institutional leaders may fail to see the value in internationalizing their campuses, other faculty, staff, and administrators may hold negative views toward international education or intercultural learning in general (Gore, 2009; Green, 2007). For administrators and faculty who hold positive views of international education, further restrictions are placed on internationalization efforts when faculty and leaders have limited experience or opportunities to engage in international activities (Bista, 2016). Unfortunately, these views have negative consequences which often result in fewer administrators and faculty leading international efforts, despite their critical role in this area.

METHODOLOGY

This examination of three community college internationalization plans uses the open-source, online textual analysis platform Voyant (described as a collection of analytical tools by its creators) (Rockwell & Sinclair, 2016). While Voyant is not a new product – it was launched in 2003 – it has rarely been used in educational research, instead being more frequently applied in the humanities and under the broad heading of “digital scholarship”. We offer here a brief introduction to the platform before presenting our data, based on textual analysis of three internationalization plans.

The developers of Voyant describe it as combining “the capabilities of personal-computer-based pre-indexing tools, such as TACT, with more accessible Web-based tools that can find text and create indexes in real time” (Rockwell & Sinclair, 2016, p. 11). In short, Voyant is a website that allows any user to either upload documents or to enter website URLs and conducts an indexing and correlation of the words contained in those documents or on those webpages. It then visualizes this data in a number of ways: through word clouds (of the corpus of documents and individual documents), distribution graphs, and indices of word frequency and phrase frequency (for instance, how often “international recruitment” is used in a given document). It also offers the correlation and significance level (*p*-value) of sets of two words within those documents or webpages. While there is no formal limit on the number of documents or website URLs that may be analyzed at a given time, in general a larger corpus will result in a longer processing time, and may also return an error.

Rockwell and Sinclair (2016) view Voyant as a component of a larger project they refer to as Agile Hermeneutics (AH), which is defined as a pragmatic collaborative practice.

At its heart it is pair work, and because only one person has his or her hands on the computer it requires dialogue between those participating. The paired scholars alternate between interpreting the results of text-analysis tools, and looking ahead, and reflecting back on what is needed. This then maximizes the dialogue between the scholar function and the develop-

ment function to the point where they are woven into an organic whole. (Rockwell & Sinclair, 2016, p. 8)

AH encourages interdependence of research community members and experimentation, which is also reflective of digital scholarship as a whole. Here, improvements to software and analytic tools are largely open source and with attribution readily given. Contributors, participants, and researchers may be pursuing vocational or avocational projects; in this mode, Rockwell and Sinclair (2016) have constructed Voyant as a platform that “mixes tools as panels much like those in a comic book, creating a medley, or commedia, that encourages ‘serious play’” (p. 11).

It is clear that Voyant does not interpret meaning (Rockwell & Sinclair, 2016). For instance, a word cloud produced by a given university’s mission statement – taking our home institution Boston College as an example – might display “Boston” in the largest font size and most frequently used word in the document. Devoid of context, we might interpret this finding to mean that the mission statement is closely tied to local community-based initiatives, that town-gown relations are strongly valued by the College. However, this analysis would miss that the use of Boston might reflect the title of the institution being used repeatedly. This also relates to Rockwell and Sinclair’s warning of “the disappearance of the author” (2016, p. 20) and, by extension, context and intentionality, in Voyant analysis.

Finally, a word about our selection of community college sites. We employed purposeful sampling to obtain publicly available internationalization plans of three institutions located in different states with distinct frameworks for higher education policy and funding (Patton, 2002). Our decision to select three plans was based on the application of quantitative textual analysis, which can provide huge amounts of data from relatively short documents (data that, in turn, must be culled in order to present a standard length journal article). Further, though we do not claim generalizability here, we found the examination of community colleges in varied contexts to be an important pre-requisite to looking at correlations and frequencies for the purposes of an exploratory analysis. Thus, we emphasize that Shoreline Community College (Washington), Pima County Community College district (Arizona) and Harper College (Illinois) are not representative, but reflect distinct goals, contexts, and stakeholders (Campus Internationalization Leadership Team (CILT) Shoreline Community College, 2012; Office of International Education, 2013; Pima County Community College District Board of Governors, 2016)

ANALYSIS

In an effort to consider this grouping of internationalization plans, we first used Voyant to evaluate the corpus of documents. The five most frequently used words in the corpus were: global (260), international (229), students (218), community (199), and college (180) (Sinclair & Rockwell, 2019c). Though this is not the particular emphasis of the paper at hand, we do find the use of “global” and “international” to pose several possible research questions: are these terms used interchangeably in all internationalization documents? Does “global”, for instance, tend to refer to economic phenomena? A visualization of keywords in the corpus is provided in Figure 1.

We examined the corpus for keywords identified by ACE and Madeline Green as essential to the campus internationalization process in the community college setting (Green, 2007; Helms & Brajakovic, 2017). Terms without statistically significant correlations at the $p < 0.05$ or $p < 0.01$ levels included “leaders*” (encompassing leadership, leaders, and leader), which was used 50 times in the corpus; “study abroad” 44 times; language* 25 times; research* 19 times; resource* 17 times; agreement twice; and articulation once. We further found that invest* (which would include investment), infra* (which would include infrastructure), and mobil* (which would include mobility), were each used zero times. We find particularly notable the omission of mobility or mobilities here, given that these terms are so frequently employed in the internationalization literature (Altbach & Knight, 2007; Clifford & Montgomery, 2017; Helms, Rumbley, Brajkovic, & Mihut, 2015; Hudzik, 2011; Leask, 2015).



Figure 1: Word Map, Corpus of Community College Internationalization Plans

We examined the corpus for keywords identified by ACE and Madeline Green as essential to the campus internationalization process in the community college setting (Green, 2007; Helms & Brajakovic, 2017). Terms without statistically significant correlations at the $p < 0.05$ or $p < 0.01$ levels included “leaders*” (encompassing leadership, leaders, and leader), which was used 50 times in the corpus; “study abroad” 44 times; language* 25 times; research* 19 times; resource* 17 times; agreement twice; and articulation once. We further found that invest* (which would include investment), infra* (which would include infrastructure), and mobil* (which would include mobility), were each used zero times. We find particularly notable the omission of mobility or mobilities here, given that these terms are so frequently employed in the internationalization literature (Altbach & Knight, 2007; Clifford & Montgomery, 2017; Helms, Rumbley, Brajkovic, & Mihut, 2015; Hudzik, 2011; Leask, 2015).

Our impression at this point was that the emphasis of internationalization plans surveyed was on recognizing and capitalizing upon the international people and activities already present on the relevant campuses, rather than on intentionally expanding activities to pursue some new version of internationalization, for instance new student mobility initiatives or pools of funding for international faculty research. We further probed this concept by examining word pairing correlations in the corpus. Correlations in Voyant are:

calculated by comparing the relative frequencies of terms. A coefficient that approaches 1 indicates that values correlate positively, that they rise and fall together. Coefficients that approach 0 indicate little correlation. Approaching -1, terms correlate negatively (as one term rises, the other falls). (Dickerson, 2018, p. 10)

Most correlations generated by Voyant across the three internationalization plans were not statistically significant at the $p < 0.01$ or $p < 0.05$ levels (Sinclair & Rockwell, 2019b). We include in Tables 1-3 select word pairings of particular interest. Notably, among the strongest positive correlations among all statistically significant results is between the terms “college” and “global” ($r = 0.8319009$, $p = 0.04001096$). This of course reflects the topic of internationalization plans (in a sense it is reflexive)

and again begs the question, how is “global” distinct from “international”? Among the strongest negative correlations was between the terms “global” and “diverse” ($r = -0.9990782$, $p = 0.027336972$), which is interesting as it seems to echo the artificial divide between diversity in the U.S. sphere and internationalism described by Olson, Evans, and Shoenberg (2007) among others (Maturana Sendoya, 2018).

Importantly, a number of keywords highlighted by ACE and Madeline Green did appear in the corpus of internationalization plans examined, and could be tested for correlations through Voyant (Green, 2007; Helms & Brajakovic, 2017). These include both fund* (18 results in corpus) and organiza* (23 results in corpus). Further, partner* was displayed 30 times (including 18 instances of “partnerships”, six of “partnership”, five of “partners”, and one instance of partner). In turn, collaborat* appeared 16 times in the corpus (including seven instances of “collaboration”, four instances of “collaborate”, two instances of “collaborative”, and once for each of “collaborated”, “collaborations”, and “collaboration”). We include statistically significant word pairing correlations with partner* and collaborat* at the $p < .01$ level below. This was an area of particular interest, as we imagined that institutional partnerships and collaborations might discuss and display innovative or emerging approaches to internationalization.

Table 1. Word pairings with partner* and collaborat*, sorted by strength of correlation

Rounded to the one hundredth place						
Term 1	Term 2	Correlation (r)	Significance (p)	Term 3	Correlation (r)	Significance (p)
Office	Partner*	0.31	0.01	Collaborat*	0.31	0.01
Efforts	Partner*	0.30	0.01	Collaborat*	0.30	0.01
Plan	Partner*	0.29	0.01	Collaborat*	0.30	0.00
Academic	Partner*	0.29	0.01	Collaborat*	0.29	0.01
Culture	Partner*	0.29	0.00	Collaborat*	0.29	0.00
New	Partner*	0.29	0.01	Collaborat*	0.29	0.01
Goals	Partner*	0.29	0.00	Collaborat*	0.29	0.00
Mission	Partner*	0.28	0.01	Collaborat*	0.28	0.00
Statement	Partner*	0.28	0.00	Collaborat*	0.28	0.00
Training	Partner*	0.27	0.01	Collaborat*	0.28	0.00
Diverse	Partner*	0.27	0.00	Collaborat*	0.28	0.00
Educational	Partner*	0.27	0.00	Collaborat*	0.27	0.00

Again, our impression based on the word pairings of partner* and collaborat* (which exactly parallel each other) is that the community colleges surveyed are primarily working within their existing structures and practices to develop and implement their internationalization plans. However, we observe that there is a positive correlation with “new”, which indeed indicates innovation in this area. We also underscore the appearance of both “mission” and “statement” here, pointing towards an alignment of institutional values and goals with potential or actual partner institutions.

Finally, *academic**, which appears 28 times in the corpus, is correlated with several key terms at the slightly weaker $p < .05$ level (results displayed in Table 2) (Sinclair & Rockwell, 2019b). No correlations were found to be statistically significant at the $p < .01$ level. We underscore these findings given that academic considerations are typically fundamental to an internationalization plan or strategy.

Table 2. Word pairings with *academic, sorted by strength of correlation**

Rounded to the one hundredth place			
Term 1	Term 2	Correlation (r)	Significance (p)
Office	Academic*	0.23	0.04
Efforts	Academic*	0.23	0.04
Plan	Academic*	0.22	0.03
Culture	Academic*	0.22	0.03
Goals	Academic*	0.22	0.03
New	Academic*	0.22	0.04
Statement	Academic*	0.22	0.02
Mission	Academic*	0.22	0.03
Diverse	Academic*	0.21	0.02
Training	Academic*	0.21	0.03
Educational	Academic*	0.21	0.03

Again, we observe here a close connection between academic functions and the existing structures of the given institution: existing offices, mission, institutional culture, and so forth. There is no clear emphasis, for instance, on emerging uses of technology to facilitate student group work across borders or a nascent focus on establishing a robust program of international visiting scholars (Bissonette & Woodin, 2013).

Finally, we probed the term “internationalization” itself. The correlations of relevant word pairings at the $p < .01$ level, we imagined, might indicate the key areas of focus across the three institutional plans as a whole (Sinclair & Rockwell, 2019b).

Given that all statistically significant correlations with “internationalization” at the $p < 0.01$ level are negative, indicating an inverse relationship between the two terms in question, Table 3 displays words that tend not to appear together in the same phrase. As we do not see clear groupings by, for instance, internationalization as administrative function (Briggs & Ammigan, 2017; Perez-Encinas & Rodriguez-Pomeda, 2017), internationalization as economic goal (Ho, Lin, & Yang, 2015; Sá, 2018), internationalization in the classroom (Leask & Carroll, 2011; Niehaus & Williams, 2016), or internationalization as philosophy (Brooks & Waters, 2011; Deardorff, 2004), we find that the appearance of “internationalization” throughout these documents is characterized by a lack of cohesion. In short, there seem to be multiple conceptions and operationalizations of “internationalization” at work. Interestingly, the phrase that used “internationalization” most often across the corpus was “internationalization efforts”, which appeared six times, and can refer to any activity in place at a given higher education institution (HEI).

Table 3. Word pairings with internationalization, sorted by strength of correlation

Rounded to the one hundredth place			
Term 1	Term 2	Correlation (r)	Significance (p)
Director	Internationalization	-0.35	0.01
Develop	Internationalization	-0.35	0.01
Experience	Internationalization	-0.33	0.01
Office	Internationalization	-0.33	0.00
Efforts	Internationalization	-0.32	0.01
Staff	Internationalization	-0.31	0.01
Strategic	Internationalization	-0.31	0.01
Academic	Internationalization	-0.31	0.01
Plan	Internationalization	-0.31	0.00
New	Internationalization	-0.30	0.01
Culture	Internationalization	-0.30	0.00
Goals	Internationalization	-0.29	0.00
Mission	Internationalization	-0.29	0.00
Statement	Internationalization	-0.28	0.00
Training	Internationalization	-0.28	0.01
Educational	Internationalization	-0.28	0.01
Diverse	Internationalization	-0.28	0.00

INDIVIDUAL INTERNATIONALIZATION PLANS

With respect to the particular areas of focus of the internationalization plans of Harper College, Pima County Community College District and Shoreline College, we find distinctions in the use of key terms. Faculty engagement is clearly emphasized at Harper College, student recruitment at Pima Community College District and research at Shoreline College (see Figures 2-4) (Sinclair & Rockwell, 2019d). Again, these disparate areas of focus seem to echo the results of word pairing correlations noted previously – each community college surveyed emphasizes a distinct area of internationalization that suits its state context, constituents, mission, and goals (Bissonette & Woodin, 2013).

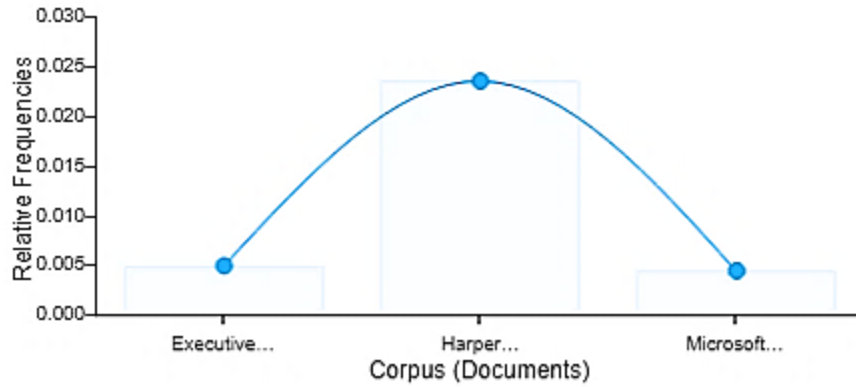


Figure 2: Corpus, visualization of “faculty” word frequency (Sinclair & Rockwell, 2019d)

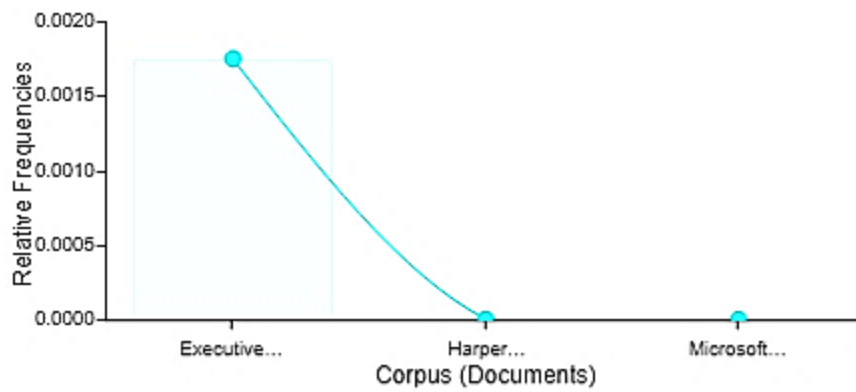


Figure 3: Corpus, visualization of “recruitment” word frequency (Sinclair & Rockwell, 2019d)

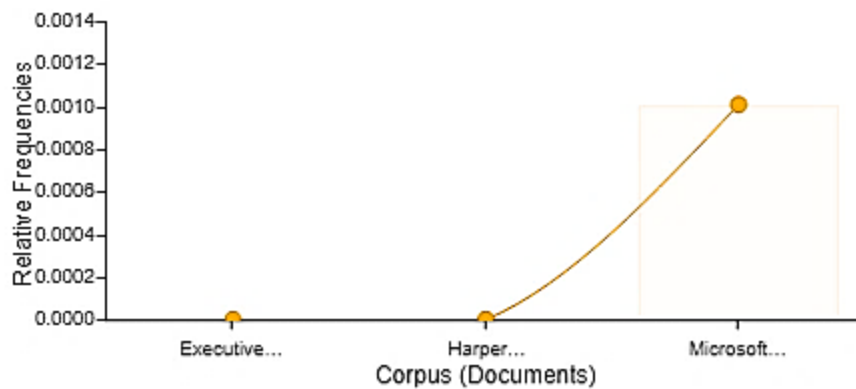


Figure 4: Corpus, visualization of “research” word frequency (Sinclair & Rockwell, 2019d)

Given that our results based on the corpus of internationalization plans did not clearly elucidate how students are discussed by the HEIs, as a final point of analysis we examined how this term appears across the three documents. As displayed by Figure 5, “students” was used much more often in the Shoreline College internationalization plan (168 times) than other plans surveyed (50 times combined) (Sinclair & Rockwell, 2019a).

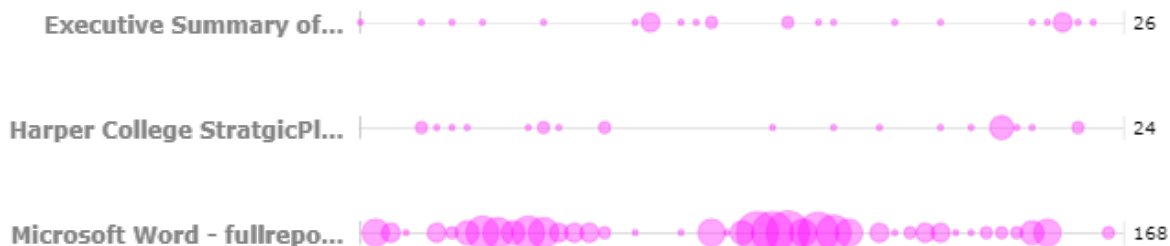


Figure 5: Bubble line chart of “students” among internationalization plans
(Sinclair & Rockwell, 2019a)

Indeed, Pima county community college district’s internationalization plan encompasses organizational goals (“establish a language institute” for ESL), community-workforce goals (“identify opportunities for workforce development in the international arena”), and staff/faculty development goals (“intercultural training”) in addition to one student-centered goal (as distinct from increased international student recruitment). Importantly, no action items for students themselves are identified in the plan – they seem not to be constructed as participants or agents in the proposed internationalization processes, but rather objects or passive recipients. For instance, “infusing global knowledge into the curriculum” is a process that has not included student experts reflecting on their own learning. This framing, of course, contradicts the student development literature and may be critically viewed (Thomas, Hill, O’ Mahony, & Yorke, 2017; Yosso, 2005).

Somewhat similar to the formulation of internationalization goals at Pima, Harper College underscores organizational and faculty-oriented goals (“foster a culture of accountability in all areas of international education”), though it does seek to “optimize participation by students and faculty in international education programs”. Interestingly, another strategic goal is to “achieve greater integration of international students into life of college”; again, we observe here a contradiction with the critically-oriented literature on international student experience, which resists a deficit orientation and emphasis on assimilation.

In contrast, Shoreline community college states that its campus internationalization goals are “internationalizing the curriculum, creating opportunities for meaningful interaction between domestic and international students, enhancing the global competence of college employees, and engaging the community on international issues” (Campus Internationalization Leadership Team (CILT) Shoreline Community College, 2012, p. vi). A main point of emphasis in Shoreline’s internationalization plan is the overlap between the goals of the general education outcomes and campus internationalization, inherently centering the student experience. Further, a key asset of the campus is identified as “a student body that is multinational, multiethnic, and multilingual. In particular, a majority of our international students are from the one of the more dynamic regions in the world: Hong Kong, Indonesia, Taiwan, Korea, [and] China” (Campus Internationalization Leadership Team (CILT) Shoreline Community College, 2012, p. v). In addition, Shoreline surveyed peer institutions in the area to learn about the student support programs that might be relevant to diverse and international student groups, highlighting possible initiatives for adoption or adaptation at Shoreline itself. However, students are also excluded from the leadership or organizing group, comprised exclusively of faculty and staff members.

DISCUSSION

PAUCITY AND TYPES OF INTERNATIONALIZATION PLANS

As observed in our introduction, this paper is quite focused in its scope, comprising an analysis of three community college internationalization plans. This is a choice informed by the paucity of community college internationalization plans made publicly available, which may reflect several dynamics at individual institutions. As suggested by Childress (2009), institutional leadership may be reluctant to support the development of internationalizations plans in resource constrained environments that are also subject to close public scrutiny, which indeed describes almost all community college settings with very few, well-resourced exceptions. She writes that “if institutional leaders [are] not certain they could allocate the resources to carry out particular goals for internationalization, then written commitments to those goals in internationalization plans [are] neither in their best interest nor in the best interest of the institution” (Childress, 2009, p. 299-300).

By extension, we find it likely that an awareness of limited financial resources may be driving the emphasis on internationalization within established institutional structures and processes evidenced by this textual analysis. In other words, this may reflect internationalization through *optimization* of existing resources (human, cultural, community, and financial) rather than a framework for expansion of those same resources. This seems a ripe area for further inquiry: can internationalization as process and strategic goal at open-access institutions be seen through a lens of resource identification and capitalization, and if so, how might the outcomes of internationalization differ at the two-year level? Further, how might a focus on *optimization* of resources be seen with a systems perspective; where are the detailed plans that outline how bureaucratic and siloed administrative units may be unified in pursuit of internationalization (McRaven & Somers, 2017)?

We also consider Childress’ finding that “internationalization plans were explained as irrelevant for some institutions in which internationalization has already been integrated into the fabric of the institution” (Childress, 2009, p. 299) and that plans may be most appropriate for community colleges that are in the initial stages of internationalization. Among the three internationalization plans in focus here, two (Pima County and Harper) seem to fall into this “early stage” category, urging greater institutional cohesion and basic organizational orientation towards international students and topics. However, Shoreline’s internationalization plan is layered and reflects already-ingrained institutional approaches to supporting international students, activities, and curriculum, and thus seems to indicate that this college has found an internationalization plan relevant to its continued evolution, partially contradicting Childress’ finding. Might this indicate a consideration of internationalization plan typology, including the emerging (for colleges outlining nascent internationalization processes) and the evolving (for colleges seeking to deepen or iterate their internationalization processes)? This area for future research would be distinct from a typology of institutional culture as relevant to internationalization processes as proposed by Bartell (2003).

“INTERNATIONALIZATION AT HOME” (IAH)

Leask has argued the importance of internationalization at home in the four-year institutional context, observing that as the vast majority of students will not study abroad, internationalizing all aspects of a college or university’s operations to internationalize the home campus experience is vital (2010, 2015). In practice, this can mean reviewing a core curriculum to integrate internationally-relevant learning objectives; revisiting existing syllabi to include international authors; requiring students to cite international authors in their written work; and many other initiatives within and outside of the classroom itself. This emphasis on IaH has also been described and encouraged in the two year sector by Custer and Tuominen (2017), among others. Further, IaH is sometimes characterized as optimizing existing institutional structures (Beelen & Jones, 2015), a clear theme identified in the analysis here.

Working within established institutional frameworks also comes with its own set of challenges. As Hunter (2018) recently argued in the European context, drawing from interviews with university administrators, the “staff interviewed highlighted that many of the challenges they faced in dealing with international activities lay in institutional structures and practices that were not supportive of the needs of internationalization” (p. 17). This begs the question, as the community colleges surveyed here propose various internationalization goals, to what extent they have already streamlined structures to support success. In a sense, the advantage of creating new collaborations and initiatives in support of internationalization is that structures can be tailored; working through existing structures may optimize resources – but can those resources be appropriately channeled through potentially archaic or entrenched organizational channels? That is to say, are detailed plans for organizational realignment supporting internationalization missing from these internationalization plans because they have already been proposed or achieved? Or are they not yet in existence? Again, we seem to be pointing towards the need for a systems perspective or organizational theory frame, given that community college internationalization plans do not appear to be proposing new staff or faculty roles, and instead reallocating institutional resources.

TARGETED INTERNATIONALIZATION

As noted, faculty engagement is emphasized at Harper College, student recruitment for Pima Community College District, and research at Shoreline College. Further, across all three documents we fail to find clear trends in conceptualizing internationalization as administrative function, internationalization as economic goal, internationalization in the classroom, or internationalization as philosophy. In short, “internationalization” lacks cohesion in the corpus of documents; instead, internationalization is operationalized in distinct and disparate ways, but ways that are clearly tailored to institutional context.

This lack of cohesion may be seen as a fragmentation of what internationalization means in practice, which is not necessarily negative. This fragmentation would indeed indicate a different direction from the homogenization of higher education recently discussed by De Wit, Gacel-Ávila, and Jones, (2017), who have written that “little space is left for new and innovative ideas for internationalization, embedded in the local and institutional context” (p. 223). What we seem to be observing in the community college space is a closer attention to stakeholder needs and institutional mission and resources. Indeed, previous work has indicated that this is a distinctive feature of the open access landscape (Bissonette & Woodin, 2013; Custer & Tuominen, 2017).

However, fragmentation of internationalization in the community college sector might also indicate an opportunity to engage mid-level organizational units, such as district level “faculty curriculum councils [that] could dramatically enhance internationalization and create faculty buy-in with a relatively modest financial outlay” (McRaven & Somers, 2017, p. 442). That is to say, while we acknowledge that two-year institutions are embedded in their local settings, district or even state level groups may also be well connected to stakeholder needs and resource constraints and be in a position to offer consistent guidance and useful resources in at least some areas. Faculty councils, for example, might be in a position to identify specific texts or instructional tools appropriate to medical assistant programs and thereby “flesh out what it means to be international and local at the same time” (McRaven & Somers, 2017, p. 444). Such an approach would also address the issue of including international content in “core” or required classes, rather than electives alone (Beelen & Jones, 2015).

Similarly, community actors may add capacity and direction to community college internationalization efforts. Service learning programs by definition are meant to be guided by community-based actors, and frequently incorporate international and intercultural elements (Berry & Chisholm, 1999).

LIMITATIONS

There are several limitations to this study that necessitate mention. The primary limitation is the sample size of data, guided by our experimentation with a new analytical tool producing large amounts of data. As previously noted, our sample was limited to publicly available internationalization plans that could be accessed online. Future research might use different search criteria to locate community college internationalization plans including personal outreach to relevant staff members using member directories from community college professional organizations, such as Community Colleges for International Development (CCID). It is clear from our analysis that future research using a similar analytic approach with a larger sample is warranted and necessary in order to advance our understanding of internationalization plans at these institutions.

A second limitation to our analysis was the type of data analyzed. We initially attempted to analyze mission and vision statements on community college websites, but found that these data sources did not include the type of information necessary for an in-depth analysis. There was little mention of global or international goals in the mission and vision statements on community college websites, which may be indicative of the extent to which community colleges publicly embrace internationalization efforts given their historical local focus. Finally, textual analysis on its own, devoid of context, can be considered a limitation. We have attempted to address this limitation of the tool by situating selected word and phrases into the broader context and conversation on internationalization at community colleges.

RECOMMENDATIONS FOR FUTURE RESEARCH

This study sought to identify how internationalization was operationalized in three community college internationalization plans. In our analysis and in line with existing literature, we found that financial resources may be a critical factor in determining internationalization activities. Additionally, this analysis shows the extent to which institutional context and culture influences the stage at which community college internationalization plans are in their development. While recommendations for further research are noted throughout this study, we acknowledge that our study was indeed limited by the extent to which internationalization plans were publicly available. It is possible that though we were able to locate and access several plans, that these documents were not intended for audiences outside of campus and community stakeholders. There may exist institutional plans that go into greater depth and detail around international activities and efforts. The analysis of a larger sample of strategic plans may yield additional findings and insights on internationalization trends across a greater variation of community colleges.

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